

Tacolneston and Morley CE VA Primary Schools Federation

Early Years Education Policy

Date of Policy: February 2018

Review: February 2019

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Executive Head Teacher: Mrs Laura Green

Chair of Governors: Mr Peter Jackson

Governor responsible: Emma Gooderham

Staff member responsible: Kate Easter and Jo Diaper



Introduction

Early Years Education is the foundation upon which children build the rest of their lives, and is an education that encompasses all learning. We teach children to value themselves, others, their community and the environment, thinking ahead to our children's place in the communities of the future. We help to develop awe and wonder in our children and encourage them to reflect and be respectful of the world and the people around us.

This policy outlines the purpose, nature and management of early years at our Federation.

“Every child deserves the best possible start in life to fulfil their potential. A child’s experience in the Early Years has a major impact on their future life chances. A secure safe and happy childhood is important in its’ own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

(Statutory Framework for the Early Years Foundation Stage)

Aims of the Foundation Stage

- To provide a welcoming environment for children and their families
- To ensure that all children feel included, secure and valued
- To establish positive relationships with parents
- To keep parents well informed about the curriculum and their child’s progress
- To build on what children already know and can do and to celebrate achievement to help children make links in their learning
- To stimulate positive attitudes and dispositions to learning
- To encourage independence
- To value children’s interests, providing a balance of direct teaching and child-initiated activities
- To help children build friendships and learn to co-operate with each other
- To provide a solid foundation in the seven areas of learning through well planned, rich and stimulating experiences
- To make careful observations in order to support and extend children’s learning appropriately
- To ensure that children with special educational needs are identified and receive appropriate support
- To provide challenges that stretch higher ability children, to reach their full potential

Early Years Foundation Stage is based upon four principles

A unique child: We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. All children and their families are valued within our school.

Positive Relationships: We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

Parents are children’s first and most enduring educators, and we value the contribution that parents make. We encourage partnership with parents through:

- talking to parents about their child before their child starts in our school
- the children spending time with their new teacher prior to starting school

- giving parents regular opportunities to talk about their child’s progress, and access into the classroom to view their children’s “learning journey” record books
- asking parents to contribute comments from home relating to children’s achievements, development milestones or comments made by their child, to include within the “learning journey” record book
- giving each child a Home Link book which is an extra form of communication between home and school
- parent – teacher interviews; these are arranged in the Autumn and Spring Term where there is an opportunity to discuss the individual development of the child
- inviting parents and carers to class assemblies and collective worship

Enabling Environments: We recognise that the environment plays a key role in supporting and extending children’s development. To facilitate this, we observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning. The children have access to an outdoor area, as well as access to woodland. This has a positive effect on the children’s development and overall well-being.

Learning and Development: We recognise that children learn in different ways and at different rates. The children’s learning experience is enhanced through: using a varied range of teaching styles to support each child’s learning style; a carefully planned curriculum that helps children work towards the Early Learning Goals; provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities; encourage children to communicate and talk about their learning, and to develop independence and self-management; support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment; identifying progress and future learning needs of children through observations, which are shared with parents.

Areas of Learning

Early Years education is concerned with the physical, personal, social, creative, and intellectual development of the child with no one area standing in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. In each area, there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. There are 17 Early Learning Goals (ELGS) in total.

Children are expected to achieve all their Early Learning Goals in the Prime areas by the end of the Reception year in order to make a good level of development (GLD).

PRIME AREAS OF LEARNING	
Communication and language development	ELG 1 Listening and attention ELG 2 Understanding ELG 3 Speaking
Physical development	ELG 4 Moving and handling ELG 5 Health and Self care
Personal, social and emotional	ELG 6 Self confidence and self awareness

	ELG 7 Managing feelings and behaviour ELG 8 Making relationships
SPECIFIC AREAS OF LEARNING	
Literacy development	ELG 9 Reading ELG 10 Writing
Mathematical development	ELG 11 Numbers ELG 12 Shape, space and measures
Understanding of the world	ELG 13 People and communities ELG 14 The world ELG 15 Technology
Expressive arts and design	ELG 16 Exploring and using media and materials ELG 17 Being imaginative



Assessment

As children begin school, the EYFS team make observations of the child looking closely at their characteristics of learning and how they interact with others. We use this information to identify areas of strength and weakness thereby tailoring the experiences to the individual child. Children's progress and attainment are tracked and monitored through the use of Pupil Asset.

Throughout the year the EYFS team make regular assessments of children's learning, looking closely at what each individual child enjoys doing and allowing them to steer their own learning. The EYFS team work closely together to deliver an Early Years curriculum that is fun, creative and enjoyable whilst also providing an element of challenge. The team meet every half term to analyse data, review policy and look at children that need extra support. Each child has an individual learning journey which records their learning through photographic and written evidence, which is shared regularly with parents both at school and taken home.

Admission

Children are admitted to school on a full time basis having spent a week attending for the morning and another week staying for lunch and then going home. As a Federation we feel that this encourages resilience and independence and gives children the best possible start to school. (We do of course consider parents requests if they wish to send their child part-time until Christmas.) Please refer to our Admissions Policy for further information

Monitoring and Review

It is the responsibility of the Foundation stage teachers to follow the principals stated in this policy. There is a named Governor responsible for the EYFS. The Governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.



The Head Teacher and staff will review this policy bi-annually.

Kate Easter and Jo Diaper
February 2018